

MRS. SPIELMANN'S 2ND GRADE

Lesson Plans for Week of Dec. 2-6, 2013

	DOL,Flag, Attendance	Specials	Guided Reading
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
M	Flag Pledge, Lunch Count,	8:45- 9:15 - P.E.	Guided Reading & Conferencing
O	Attendance, Daily Oral Lang.	9:20-9:50 - Art	oral & silent reading: Mountain Babies; Desert Babies, Prairie Babies
N	Spelling: r-controlled ir, ur, er, ear		Students will review information
D	Challenge words in dict. Sentence		on KWL; finish a story map;
A	Phonics Charts-# 27-28 titled:		Genre study & Guided Rdg. Group
Y	Macaw; Be Kind to Animals		Daily 5: Read to Self, Read to
	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
	Daily Oral Language		Works, Work on Writing
	Character Education Word:		CAFE components 2RL 3.1
	Kindness		
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Guided Reading & Conferencing
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library	oral & Silent Rdg: Rain Forest Babies; Tapir 2RL.3.2
E	Spelling:r-controlled ir, ur, er, ear		Story Plot, major and minor
S	Challenge words in dict. Sentence		characters; settings, sequence
D	Phonics Chart - #27-28 Titled:		events, predict author's message
A	Macaw; Be Kind to Animals		Daily 5: Read to Self, Read to
Y	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
	Character Education word:		Works, Work on Writing; CAFE Comp.
	Kindness		
W	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
E	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.	Guided Reading & Oral Rdg.
D	Attendance, Daily Oral Lang.	9:20-9:50 - Art	The Golden Goose W.2.8
N	Spelling:r-controlled ir, ur, er, ear		Events, predict author's message
E	Challenge words in dict. Sentence		the narrative & intended audience
S	Phonics Chart - # 257-28 titled:		Describe how setting is
D	Macaw; Be Kind to Animals		conveyed & similarities. Daily 5: Read
A	Flash Card Drill of Sight Words		to Self; Read to Someone, Listen
Y	Character Education word:		to Reading, Word Works, Work on
	Kindness		Writing; CAFE Components
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Oral & Silent Reading:
H	Attendance, Daily Oral Lang.	9:20-9:50- Library/Counseling	The Day in a Life of a Fish
U	Spelling:r-controlled ir, ur, er, ear		Write about how to compare
R	Challenge words in dict. Sentence		this story to another story. Discuss
S	Phonics Chart # 27-28 Titled:		the author's message of the story.
D	Macaw; Be Kind to Animals		Daily 5: Read to Self, Read to
A	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
Y	Character Education word:		Works, Work on Writing
	Kindness		CAFE components
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.	Oral & Silent Reading of:
F	Attendance, Daily Oral Lang.	9:20-9:20 - Art	Forget It!
R	Spelling:r-controlled ir, ur, er, ear		Discuss author's message. Word
I	Challenge words in dict. Sentence		wall activities; speaking in

D	Phonics Chart #27-28 Titled:		complete, coherent sentences.
A	Macaw; Be Kind to Animals		Daily 5: Read to Self, Read to
Y	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
	Character Education word:		Works, Work on Writing
	Kindness		CAFE components

CURRICULUM OBJECTIVES:

<u>Math Objective:</u> Students will learn how to solve problems in groups, subtraction, and number combinations.	
<u>Shared Reading Objective:</u> : Use appropriate listening skills, as well as identify complex and irregularly spelled words.	
<u>Spelling Objectives -</u> r-controlled ir, ur, er, ear	<u>RI 2.2</u>
<u>Oral Language Objective:</u> Practice Speaking and listening skills.	<u>RL.2.5</u>
<u>Science Objective:</u> Students will understand how animals live in the Woodland Forest	
<u>SuccessMaker Objective:</u> Use targeted practice and interventions on the computer in reading and math for each student.	
<u>Guided Reading Objective:</u> Find author's message in a story; describe how setting is conveyed; review KWL chart	
<u>Explicit Oral Language Objective:</u> Oral reading and discussion using poetry books and News Books	
<u>Weekly Reader Objective:</u> students read Rainforest animals	
<u>Social Studies -</u> Students will learn about how to read a map and find locations on a map.	

STATE STANDARDS:

<u>Reading Standards: Indicator 1-</u>	Students can recognize & analyze words; Indicator 2: Students can comprehend text.
<u>Writing Standards: Indicator 1:</u>	Students can apply the writing process to compose text.
<u>Listening and Viewing Standards: Indicator 1:</u>	Students are able to use various listening & viewing strategies in social studies.
<u>Math Standards: Indicator 1:</u>	Use procedures to transform algebraic expressions.
<u>Science Standards: Indicator 1:</u>	Understand the nature and origin of scientific knowledge.
<u>Social Studies Standards: Indicator 1:</u>	Analyze U.S. historical eras to determine connections & cause/effect relationships.
<u>Technology Standards: Indicator 1:</u>	Students recognize & demonstrate skills in operating technological systems.

COMMON CORE STANDARDS:

<u>Language Arts:</u>	Ask who, what, where, when, why, and how questions for understanding; discuss and evaluate information.
<u>Mathematics:</u>	Extend understanding of base ten systems; subtraction and number combinations.
<u>Reading</u>	Ask who, what, where, when, why, and how questions for understanding; discuss and evaluate information.
<u>Writing:</u>	Write Opinion pieces in which they introduce the topic or book they are writing about.
<u>Speaking and Listening:</u>	Participate in collaborative conversations with diverse partners and 2nd grade students.
<u>Language Arts:</u>	Participate in collaborative conversations with diverse partners.
<u>Math</u>	Make sense of problems and work on them; story problems and subtraction and number combinations.
<u>Technology Standards:</u>	Select from several teacher-directed internet sites to locate information.
<u>Social Studies Standards:</u>	Analyze U.S. Historical eras to determine connections and cause and effect relationships.
<u>Science Standards</u>	Make a timeline to indicate the life cycle of an insect. Use scientific thinking to evaluate information.

Poetry/Ch.Ed. 11:30-11:35 Explicit Oral Language on various current topics . Read Aloud Poems with Skill Building Lessons.	<u>Recess</u> 11:35-11:50	<u>Lunch</u> 12:05-12:35	SSR Time/ Silent Reading <u>12:35-12:55</u>	SuccessMaker <u>12:55-1:15</u> Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<u>Poetry/Ch.Ed.</u> 11:30-11:35 Character Education activities on using Respect and being respect. Read Aloud Poems	<u>Recess</u> 11:35-11:50	<u>Lunch</u> 12:05-12:35	SSR Time/ Silent Reading 12:35-12:55	SuccessMaker 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab at each students' individual level.
<u>Poetry/Ch.Ed.</u> 11:30-11:35 Explicit Oral Language on various current topics. Read Aloud Poems With Skill Bldg. Lessons	<u>Recess</u> 11:35-11:50	<u>Lunch</u> 12:05-12:35	SSR Time/ Silent Reading 12:35-12:55	SuccessMaker 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<u>Character Ed.</u> 11:30-11:35 Students will be learning about ways to be respectful Read Aloud Poems with Skill Bldg.	<u>Recess</u> 11:35-11:50	<u>Lunch</u> 12:05-12:35	SSR Time/ Silent Reading 12:35-12:55	SuccessMaker 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<u>Character Ed.</u> 11:00-11:15 Explicit Oral Language on various	<u>Recess</u> 11:35-11:50	<u>Lunch</u> 12:05-12:35	SSR Time/ Silent Reading 12:35-12:55	SuccessMaker 12:55-1:15 Self-paced interactive courseware in

current Character Ed. Read Aloud Poems with Skill Building				content areas of reading and math in the computer lab. at each students' individual level.
<u>RL. 2.1</u> spelled words.	RL.2.2			
idents level.				
&; characters & plot				
and familiar texts.				
cial, academic, and occupationsl situations.				
ships in reference to chronology.				
tinguish long and short vowels	RL.2.1			
	RL.2.6			
tinguish long and short vowels	RL.2.1			
ng about	RL.2.9			
le topics				
on language arts topics	SL.2.6			
umber combinations.	OA.C.2.3			
relationships				
skills of observing.				

<u>Math</u> <u>1:15-2:00</u> Unit 3 Lesson 5 & 6 Students will learn about addition combinations and number strings Practice Enrich.8.1.5students will solve problems from words Problem of the Day. Mad Minute Tests; CGI Problems Flash card drill of add. Facts Students will use algebra concepts to solve equations.	<u>Poetry</u> <u>1:55-2:00</u> Oral reading and discuss. of explicit oral language using poetry books. Moral instructions	<u>Recess</u> <u>2:00-2:15</u>	<u>Creative Writiing</u> <u>2:15-2:30</u> Students will be composing various stories to enhance the importance of learning various writing skills.	<u>RTI</u> <u>2:30-3:00</u> (Response to Intervention) Students will learning about story on line stories.
<u>Math</u> <u>1:15-2:00</u> Unit 3 Session 2.1.2.2 Student will solve addition problems Practice Enrichment:Promethean 8.2 for reteach and practice. Problem of the Day. Mad Minute Tests. Flash card drill of addition facts. CGI Solve everyday problems in math.	<u>Poetry</u> <u>1:55-2:00</u> Students will read and understand various forms of poetry.	<u>Recess</u> <u>2:00-2:15</u>	<u>Creative Writiing</u> <u>2:15-2:30</u> Students will be composing various stories to enhance the importance of learning various writing skills.	<u>RTI</u> <u>2:30-3:00</u> (Response to Intervention) Students will work on reading to someone
<u>Math</u> <u>1:15-2:00</u> Unit 3, Session 3.& 4 Students will solve 2 related story problems 8.3 for reteach with practice. and problem solving. Problem of the Day. Mad Minute Tests. Flash card drill of addi. Facts. Students will understand place value. CGI problems	<u>Poetry</u> <u>1:55-2:00</u> Students read and discuss. of explicit oral language using poetry books.	<u>Recess</u> <u>2:00-2:15</u>	<u>Shared Rdg./Spell.</u> <u>Rhyme Charts/RTI</u> <u>2:30-3:00</u> Involved sharing of spelling & rhyme charts and books. Students will look up spelling words in dictionary.	<u>RTI</u> <u>2:30-3:00</u> (Response to Intervention) Students will be work on Story Sparkers.
<u>Math</u> <u>1:15-2:00</u> Unit 3 Session 5 & 6 . Students will solve addition problems problem solving & daily reasoning 8.4- Enrichment. Promethean Problem of the Day. Mad Minute Tests. CGI Problems Flash card drill of add. facts. Using problem solving skills	<u>Poetry</u> <u>1:55-2:00</u> Students will read and understand various forms of poetry.	<u>Recess</u> <u>2:00-2:15</u>	<u>Shared Rdg./Spell.</u> <u>Rhyme Charts/RTI</u> <u>2:30-3:00</u> Involved sharing of spelling & rhyme charts and books. Students will use list words in sentences.	<u>RTI</u> <u>2:30-3:00</u> (Response to Intervention) Students will be work on Comprehension and Fluency; iPad - take
<u>Math</u> <u>1:15-2:00</u> Unit 3 Session 1 & 2 Students will work with partners & teams Pract. & Enrich. 8.5 Promethean	<u>Poetry</u> <u>1:55-2:00</u> Oral reading and discuss. of explicit	<u>Recess</u> <u>2:00-2:15</u>	<u>Shared Rdg./Spell.</u> <u>Rhyme Charts/RTI</u> <u>2:30-3:00</u> Involved sharing of spelling & rhyme	<u>RTI</u> <u>2:30-3:00</u> (Response to Intervention) Students will be

[illegible]

Science/S.Studies

Weekly Reader/JA

3:00-3:25

Social Studies:

Students will be

learning about how
to read a map and
an atlas.

Weekly Reader-

We will be learning about
different kinds of animals.

[Dismiss - 3:30](#)

Social Studies - Pg 66-69

3:00-3:25

Students will learn
about the functions
of a government.
Students will create
a word web about
government ideas.

[Dismiss - 3:30](#)

Weekly Reader- 3:00-3:25

Students will learn about
what animals are
awake after dark.
Use Promethean Board
for learning about
animal habitats and
interactive flip charts.

[Dismiss - 3:30](#)

Weekly Reader - 3:00-3:25

Students will make
posters in small groups
depicting all kinds
of life cycles.

We will find various
life cycles on the
Promethean Board

[Dismiss - 3:30](#)

Weekly Reader-3:00-3:25

Students will be learning
about the life cycle of
plants and various
animals. Students will work

in groups to work together. The students will then share their findings to the class.

Dismiss - 3:30